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ABSTRACT

Through participation in a Kettering Foundation project, the Lawrence North High School in suburban Indianapolis (Indiana) has successfully implemented a number of the management practices that apparently underlie the productivity of Japanese businesses. Led by the principal, the school has committed itself to four basic concepts from the Japanese model: allowing all affected persons a share in the decision-making process, developing a spirit of trust at all levels within the school, establishing a clearly stated mission, and focusing on continuous improvement. The school's specific goals for school improvement include involving parents in education, fostering self-direction in students, and encouraging use of community resources. An advisement homeroom cluster organization provides for close communication among and involvement of teachers, counselors, students, parents, and administrators in school activities and decisions. A program to train the staff in group problem-solving and decision-making skills has also been developed. The project appears to have led in its first two years of existence to improved attendance by both students and teachers, better communication and participation among all parties, successful new programs for students, and reduced vandalism. (Author/PGD)

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William McColly
Lawrence North High School
Indianapolis, IndianaTHE JAPANESE FORM OF MANAGEMENT:
WILL IT WORK IN AMERICAN HIGH SCHOOLS?

Placing into practice one of the skills that I have learned and developed over the past two years while being involved with Kettering Foundation's School Improvement Project, I think it only appropriate to point out to you the format which I will follow today in my comments. My comments will be broken into six categories, or sections, and they will be as follows:

1. Background information about Lawrence North High School in suburban Indianapolis, where we were in 1979-80, where we are in March, 1982, and where we hope to be in 1984-85.
2. Our interpretation of the Japanese Form of Management and those management concepts that we have incorporated into our own model.
(Many United States Corporations and business - Hewlett/Packard, IBM, Lilly Pharmaceutical and 3-M - have incorporated some of those concepts into their management scheme.)
3. The process that LNHS has followed in our school improvement project - our own stated outcomes and our organizational model that the same process has provided.
4. Skills that have been obtained and developed by the participants as a result of that process.
5. Indicators of success.
6. Concluding comments and the ingredients that I see necessary for implementing a similar school improvement project for your school or school district.

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BACKGROUND INFORMATION

Knowing that all of us come from a variety of communities - large, small, urban, suburban, made up of different kinds of parents and publics, different kinds of staff members, different kinds of traditions, and different kinds of philosophies, it is pertinent that you recognize some of the background from which my comments are based. First of all, I would like for you to picture in your own mind a suburban high school located adjacent to Indianapolis Public Schools. The Indianapolis Public School system presently has nine high schools with a school population of approximately 60,000 students. Like many large urban school districts, it has seen a significant decline in enrollment over the last ten years. Our school district is one of eight suburban school districts surrounding Indianapolis. Our district, The Metropolitan School District of Lawrence Township, serves 8500 students and has two high schools - Lawrence Central and Lawrence North. Each with an enrollment of approximately 1400 students in the top four grades. You should know, too, that Lawrence North High School is a new high school operating in only its sixth year. Our school population is made up of a wide range of students - those coming from newly developed suburban housing units, along with those from Fort Benjamin Harrison, from a number of trailer courts, newly developed apartment areas, and finally, three small middle class communities.

WHAT IS THIS FORM OF JAPANESE MANAGEMENT?

I am not an authority on the Japanese Management Model. I have read several articles over the past year and a half and I have read William Ouchie's book entitled, Theory Z. Recently I finished reading "The Art of Japanese Management" by Richard Pascale and Anthony Athos. (Incidentally, I would encourage you to read these same paperbacks which you can find in most bookstores.) Our own Indianapolis

newspaper editorials have on at least three occasions presented articles on this topic, not to mention other articles which I have read in various publications. Those articles which I have researched have been found in Newsweek, Time, Fortune, Business Week, The School Administrator, and our own NASSP Newsletter. In these articles I found ideas ranging from - The Secret of Japanese successes in productivity lie with the fact that the employees are employed for life - Japanese slave labor creates unfair competition to United States manufactures - Employees work without foremen watching over them - The company's goals are the employee's goals - Employees are taught values of cooperation - Americans strive for victory - win - win over everything else while Japanese try for consensus of a decision based upon collaboration - The good news coming from Japan is not the successful application of gimmicks, it might be called getting the basics right - Successes derived from cluster circles or quality circles among employees - and a host of similar participatory management techniques which we have read about over the last two years here in the United States. In an editorial in the December NASSP Newsletter, I found our own executive director Scott Thompson stating, "the broad objective for this kind of program should be to develop AMONG ALL administrators, department heads, counselors, teachers, secretaries, custodians and others a sense of responsibility for active participation in making improvement".

As I researched and reviewed various business oriented publications, I found that many of the same concepts that are presented in this deluge of the "Japanese Management model secret to productivity" have prevailed in several corporations and companies in the United States for a number of years since World War II. Over the past 30 years, prior to this recently developed "hot topic" of the management model of Japan, several corporations and companies have implemented participatory management concepts into their organizations.

Let me share with you what I found from a speech given by a Mr. Tom Peters, a partner in the McKenzie Management Company, a respected management consultant firm

in the U.S. Portions of that speech are rather blunt and to the point but I would like to provide some of his thoughts to you. He said, "One executive Vice President in a large company in the U.S. said the amount of money we are spending doesn't bother me - technology doesn't bother me - but what does bother me is when are we going to recognize the quality of the management". He went on to mention that it appears to him that Japanese industrial leaders are better listeners and they pay more attention to their customers. This same consulting firm explored 35 of the top 500 Fortune companies in the United States and took a look at some of their practices and philosophies. Here are some of the findings followed by the most successful 35 companies.

1. "Do it, fix it, and try it - not analyze it, complicate it and debate it to death.
2. Stay close to customers and distribution - stay away from frills or beating competition.
3. Productivity is accomplished through people - sounds like motherhood or apple pie, or paternalism, yet practiced by so few companies.
4. Autonomy and entrepreneurship - decentralization, yes, but decisions can go far below middle management right to the shop floor. Use of such groups is a major source of energy, enthusiasm, cohesiveness and creativity.
5. Stay simple and retrain the staff.
6. Stick to your knitting.
7. Hands on - values driven - stay on the road.
8. Supervisors are not isolated at the top spending their time snipping.
9. Organizations following a loose/tight structure."

Let me elaborate a bit on that last concept - loose/tight organization. Loose and informal communications should be taking place at all times. Informal get-togethers, faculty breakfasts, Christmas parties, departmental Wednesday coffees, and staff in-service meetings provide room for autonomy and initiative and are eagerly sought by staff members. These kinds of informal relationships can happen, yet the school or school district is operated under a tight or basic philosophy with a stated mission. A philosophy or stated outcomes that are in force and have an observable focus. Alternatives to such an organizational structure would be a loose organization or a tight organization. I need not mention that among most American high schools and American industries, we find the latter - control over everything - tight organizational structure. Mr. Peters further found, and I quote him, "It's the environment as a whole which works together to produce exceptional results". These are the examples and interpretations that I have found in my readings and in my own experiences. Why haven't we, as educators and administrators, incorporated these theories and philosophies into the management of American high school?

Certainly, I do not propose that we can copy or bring all of these concepts into a school; yet, I do believe that there are many of these concepts that can prevail in our schools. Ouchie's Theory Z concept, was developed after he worked with five doctoral students who studied one successful company and then closely compared other companies and corporations throughout the United States. His study indicated that the philosophy and direction of a company took, sometimes, three to five years to determine and to focus upon a change. There is no instant "quick fix" to changing American high schools. They have a solidly embedded organizational structure. For such a philosophy to be existant, observable, and to be viewed from the top to the bottom, it takes time. Therefore, I am only suggesting that you take a look

at what you might be able to do in your own school regarding some of the components of the Japanese Management Model.

At LNHS, we only took four basic components or concepts of the Japanese Form of Management. These components are the ones we have incorporated, or are attempting to incorporate, into our school. (OVERLAY # 1)

1. A viewpoint that all people will be provided opportunities to make decisions about their professional and personal lives.
2. A spirit of trust will exist from the top to the bottom within the school.
3. A clearly stated and observable mission, or a set of principles, will be the guide for all and every program.
4. Continuous improvement will be the center of focus for the school and/or school district.

THE PROCESS OF SCHOOL IMPROVEMENT

From the background of our school and our definition of the Japanese model, I would like to point out to you the process that we have followed in our school improvement project. (OVERLAY # 2)

In 1979-80, we had recently completed the NCA self-study and subsequent visitation. We had an excellent experience and the final report found LNHS to possess many fine qualities and offering an excellent educational program. The self-study and final evaluation further indicated that there was a woefully weak staff development program; yet, we had a very positive spirit within our staff that the school could improve. In the second semester of 1979-80, we were invited to be involved in the improvement project founded by the Kettering Foundation. Subsequently, we formed an initial planning committee which was comprised of five teachers, five

students, five parents, one secondary curriculum coordinator from our central administration office and myself as building principal. That committee met approximately five hundred hours and we learned new skills, developed a sense of trust among all participants, and determined what the "real" philosophy or intent of LNHS. Not a philosophy on paper, but a philosophy or a feeling of what we really wanted to happen to a student attending our school for four years. We worked, as a team, from nine basic principles of the Kettering Foundation's school improvement project. Those nine basic principles are: (Appendix A)

Working collegially together in those some five-hundred hours, and using those nine basic principles as a basis for our planning activities, the committee arrived at nine outcome statements for LNHS. They were as follows:

These outcome statements are the heart of our program.

1. LN encourages its students to develop self-direction toward the goal of self-education.
2. LN values having parents, students, and "the school" work as partners and active participants in education.
3. LN recognizes and values that every participant is a learner.
4. LN believes in coordinating the educational experiences in a student's individual curriculum with the experiences of his everyday life.
5. LN has developed programs to foster the ability to cope with change.
6. LN provides opportunities for every student to pursue and/or demonstrate excellence at a personal level.
7. LN exhibits shared decision making and active participation of all members of the school community.
8. LN fosters generally accepted values and assists in clarifying the individual values.

9. LN has programs designed to increase the impact of the school by utilizing the resources outside the school.

From those outcome statements the last task of the planning committee's work was devoted to placing those statements into some type of a program or vision. It was the determination of the planning committee to implement an advisement homeroom program that would take four years to implement. The advisement program would take place in our normally scheduled homeroom which met everyday for twelve minutes. One day every other week that same homeroom met for forty-five minutes. How this advisement homeroom functions and how teachers are involved in making decisions affecting the direction of the program is demonstrated as follows: (Appendix C).

The Model

You can see that in this program we do have participatory management taking place and that homeroom teachers serve on a cluster leadership team that determines the activities that are to take place in the homeroom. The assignment on the cluster leadership team rotates every nine weeks and this assures that every homeroom teacher in the ninth grade last year and tenth grade this year will serve in a nine week period of time on a cluster leadership team. You will also note that we have a monitoring committee as well as a parenting committee which have direct communication to the implementing team which is comprised of members on the original planning team. We are currently in our second year of operation and are in the process of determining the direction of our program for the third year as our sophomores are about to enter their junior year. The implementing team has met six times this year. We are, at this point, focusing on three programs in our curriculum which will incorporate our earlier stated goals. Next year, we envision offering a peer facilitating course for our juniors and seniors, broadening a course that is already in our curriculum

entitled Employment or Career Planning which will encompass opportunities for students to utilize community resources as well as do job shadowing; and thirdly, we will inaugurate an expanded version of our independent study option for juniors and seniors. It is our vision that we would have one hundred and fifty juniors and seniors involved in these options next year. During our fourth year, 1983-84, we will not only have picked up a new group of homeroom advisors but we would hope to double our present junior and senior enrollments in these three options; and perhaps, add one or two additional options for eleventh and twelfth graders. As earlier stated, we will be picking up new ninth graders each year and at the end of the 1983-84 year, we would envision our advisement program fully implemented.

STAFF SKILLS DEVELOPMENT

As a result of this process, we have incorporated new visions of broadening the governance of our school. Staff members, as well as myself, other administrators, and counselors have gained new skills and broadened our collegial relationships. Some examples are:

1. We have learned that before arriving at decisions or what directions programs or assigned tasks will take, we first and foremost, must determine what are the intended outcomes of our unknown decision. In other words, what do we want to happen as a result of our anticipated decisions. It seems to me that too often decisions are made in reverse - we determine the activity or some "quick fix" solution that we have heard or read about from another school - see then what skills come from the activity of that "quick fix" solution and then hope that the outcomes are appropriate. Again, the process which we are attempting to follow will -
 - A. Determine the outcome or the intended things that are expected to happen as a result of the program or project.

- B. What skills would be needed to have successful outcomes.
- C. What activities should be employed to reach those skills.

This is not a new or theoretical aspect of the planning process. It is one in which many of us have not been accustomed. I believe, that as a result of our entire staff being involved in this program that they will have improved their instructional strategies. As a result of working collegially together in the day to day process of identifying outcomes, determining skills, and selecting activities in our homerooms, teachers are beginning to use this process in their regular class planning.

- 2. Conducting meetings. How many meetings have you attended where you wondered from the onset how you would know when the meeting was over? It has been one of our thrusts that when meetings are called there would be a determined objective, there would be a recorder, people within the meeting would understand the nominal group process theory, or method of reaching decisions by consensus, and lastly, the length of the meeting would be determined before the meeting took place. We attempted from the beginning, to incorporate these in meetings held in our school.
- 3. Broadened vision. We have seen a sense of collegiality developing within out total staff. We have had teachers working in our cluster planning meetings from a variety of departments, not just teachers within the same department. We have had industrial arts teachers working with science, and home ec and art teachers, social studies teachers working with music, English and physical education teachers, and in the long run, this has definitely broadened the perceptions of our staff to the problems of the total school - far and above those within any one department. These are some staff benefits that have been derived from collegially planning and tapping the talents of people within our school.

Evidences of Success That We Have Seen In the First 1½ Years of Our Program

(Overlay # 6)

1. Student Attendance - Student attendance over the past five semesters has increased from 92% to 95%.
2. Teacher Attendance - Teachers have always been excellent attenders at LNHS; however, we have found that this attendance continues to stay in the same area by having, on a month to month basis, 97% to 98.5% of teachers in attendance over the past 5½ semesters.
3. Communications between Advisors and Counselors - As a result of our advisor program and counselors working within a cluster of four advisors, we know there has been an increase in advisor referrals to counselors. These referrals are oftentimes preventive measures and signals whereby counselors can call in students and be "ahead of the game". Since advisors are assisting students directly in completing schedules for the upcoming year, these same advisors have broadened their vision about the many opportunities for students to enroll in classes over and above those within the advisor's own department.
4. Parent Switch Day - One hundred parents participated last year in following the day to day schedule of their son or daughter. This idea of Parent Switch Day was a suggestion made by the parenting committee and we believed it to have a great deal of merit over and above the normal "Back to School Night". Parents followed their son or daughter's daily schedule for a six period day; ate in the school cafeteria, and some rode the school bus.
5. Job Shadowing - This year we had ninety sophomore students released from school, with parent permission, and a signed contract by all participants, teachers, parent and student. The student made the arrangements for

shadowing an adult in a career or job chosen by the student. Interview questions were prepared in the student's homeroom and a signed form was returned to the school to verify attendance of the job shadowing experience by the student.

6. Schedule Changes - As a result of a more thoroughly prepared four-year plan being developed by students at the ninth grade, it was the counselor's judgement that there were definitely fewer schedule changes made at the beginning of this school year. We will have additional data on this as we continue our process with another group of freshmen this present year.
7. Parent Contacts - Ninth grade advisors made approximately 700 personal contacts throughout last year. These contacts were over and above those that would have taken place if the program had not been in existence. These contacts were personal contacts and telephone contacts.
8. Homeroom Parents - One set of parents in each homeroom serves as homeroom parents. These parents have developed a telephone tree for all of the remaining parents within the twenty member advisement homeroom. This has been a strengthening of our communication between home and school. The advisor calls the homeroom parent and the homeroom parent, through utilizing the telephone tree, is able to communicate important information to the other nineteen parents. There have been two meetings this year of the sophomore and 9th grade homeroom parents - there are 39 homerooms presently involved in our program - on these two occasions 32 and 28 homeroom parents were in attendance at these two meetings. This is an example of parents willing to become more involved within their own school.
9. Vandalism - The total cost of vandalism and burglary in our school for 1979-80 was sixteen incidents costing \$12,696.00. In 1980-81 the thirteen incidents cost \$15,363.00. To date, this 1981-82 school year, we have had three incidents with a total cost involved of \$540.00. We cannot say that

this is a definite result of our involvement of 9th and 10th graders into developing a stronger sense of belonging, although we have reason to believe that 9th and 10th graders, in the past, have been the most prominent people involved in vandalism in our school. ~~However,~~ ^We believe that the program has had some impact in the overall concern, care, and pride of students of LNHS.

10. Staff Development Program - As a result of staff members learning new skills and becoming a part of the participatory process, a staff development in-service program was conducted last year which was totally planned and presented by members of the staff. The voluntary in-service committee, composed of eight people, broke into four teams of two and each team recruited three additional staff members. We then had four in-service teams comprised of five staff members on a team. A needs assessment was conducted and from the top ten topics of high interest of the staff, each of the four teams selected one of those topics and produced a three hour in-service presentation from 3:45 to 7:00 p.m. These were voluntary in-service presentations and eighty-two of the ninety-six staff members attended at least one session. Thirty-eight staff members attended all four sessions. WE believe that this is evidence that teachers, when given the opportunity, can produce effective staff development programs without having outside consultants coming in to the school. It is evident that there is much talent on our staff and our participatory efforts in capturing that talent were in evidence in this in-service series. A similar staff-development series is being conducted this year. Thirty-eight and thirty-three teachers have already participated in our first and second sessions this year. Our third session entitled "Computers: Caution - They May Be Terminal" was a phenomenal success. It, too, was planned and presented by teachers on our staff.

CONCLUSION

My purpose today is not to present a panacea for school principals or school districts to pursue in an effort to improve elementary and secondary American schools. Many of you have already incorporated some of the management concepts which I have shared with you. You have activated and have been practicing many of these strategies in your own school - nevertheless, this ^{PLANNING} ~~process~~ may be more important than those kinds of participatory management styles and techniques which you already have in use. This venture is a systematically planned process and can be implemented in such a fashion which can have far reaching benefits for more than just one year. It is a process for school improvement. What your initial planning committee develops will meet the needs of the people of your school and community. Based upon my experiences as a principal and teacher I believe that such a process in a school planning and improvement project is needed for sustained improvement in schools. With the ever present critics and skeptics of public education, it seems to be urgently necessary. It is a way in which you can initiate a thrust in your own community to improve your school. The planning committee, even though it takes a number of hours, will reach a consensus and agreement as to the direction of your school improvement program. It can pay benefits far and above any program that you may attempt to adopt from some other school or school district. The planning group of 17 to 25 people working together can be the most important outcome of the entire project. It will involve parents, it will involve teachers, it will involve students, it will involve the principal as well as people from the central administration office and it could, in fact, involve a school board member. The end result or focus will have a strong possibility to "fly" because of its wide base of ownership.

Let me alert you to some of the typical skeptics and critics which you will encounter if you decide to pursue a similar school improvement project. Over the

past two years, and I would also recall over a number of years, I have heard other people give such skeptics certain names, and I think we find them in all realms of management. WE have learned to call those kinds of people "ain't it awfuls" or "ya-buts". "Ain't it awfuls" spend most of their time in gatherings telling stories or experiences in which things aren't like they used to be or they have deteriorated from what they used to be. I am sure you have heard those kinds of people and may even, yourself, been a part of some of those "ain't it awful" conversations - I'm guilty, too. Then there are those that I like to call "ya-buts". They say, "Yes, that sounds great, this Japanese form of management, but have you ever sat across the negotiating table at a teacher bargaining session?" I would have to say, "Yes, I have". Or the "ya-buts" might say, "Thats great, but have you worked with building representatives who insist that the letter of the contract will be followed at all times. That there will be no teachers involved in meetings on their own time?" Yes, I have. You might find those who say, "Ya, but thats all fine and dandy, this Japanese Form of Management, but have your SAT scores been declining in the last ten years and what are you doing about improving the basic skills of math, reading, and writing?" I have heard those "ya-buts", too. There are those that might say "Well, thats great, but we've tried that before and the enthusiasm has dimenished a great deal since our salaries have not been able to keep up with the growing rate of inflation and I have to leave at 3:30 in order to work in some other moonlighting job to sustain my own family". Yes, I have heard those too. Yes, I've seen and heard of those kinds of people in my tenure as a teacher and principal. You could share with me other kinds of "ya-buts". They exist. One thing I would suggest and I have tried this on five or six ocassions, is to invite those skeptics to be involved in the process.

If I were to leave you any tips or signals as to how you would be able to incorporate components of the Japanese Form of Management into your own school, they would be these -- (Overlay # 7)

1. What is your leadership style? Can you allow other people to develop the future direction of "your" school?
2. Determine the real needs of your school (your own personal needs, the school's needs, the staff's needs, student's needs and communities' needs).
3. Develop a wide base for your planning team.
4. Broaden your staff's vision, often it is narrow in scope.
5. There are no quick solutions.
6. Keep the long-range vision outcomes upfront.
7. What are the expected outcomes of the planning committee?
8. What skills are needed to reach those outcomes.
9. What are the activities needed to develop those skills.
10. Be Patient - Keep out of the way.

Yes, keep out of the way! That doesn't mean that you stay in your office and hide, or that you turn the school over to students, teachers, and parents. It means, to me, that you tap those talents that exist within your students, staff, parents, and community and develop a notion that they are making the decision - not you.

If you think this style of management is less harried and easy to implement you are mistaken. It does eliminate teachers coming to you asking if they can take a field trip, can the sophomores have a special club day, can a homeroom have a fund raiser for a needy family, or demanding that "we need to create a specific policy or a rule to decide certain issues". The most common "cry" that I have heard is "Who is in charge?" I respond, "You are, what does your cluster leadership team say?"

I have had less of these daily operational decisions to make. Yet, my role as principal has not become easier. I attend more meetings, have more time for long range planning, delegate more, and demonstrate a higher degree of trust to colleagues. At times I have had some doubt in this new role - shouldn't I be making all of those decisions that my subordinates or cluster team leaders are making? Don't I have the power to make those decisions? Shouldn't everyone defer to me for answers to questions? In Theory Z planning sessions subordinates or teachers may actually question supervisors. Anyone who thinks that is fun has not tried it.

Can forms of the Japanese Management model work in American high schools? Sure they can, but remember, there are no "quick fix" solutions. We are not "digging our heels in and grabbing the handle of a runaway car". We are running along beside that car, panting all the way, getting behind the wheel and gaining control in a systematic way— A process involving all partners in improving the school. It is stimulating. You, as principal, have a sense of growing professionally and personally with your staff, students, and parents. In the long run you will receive more than you relinquish and I maintain you will be perceived as the educational leader of your school by the staff, students, parents, and community. Thank you,

Metropolitan School District of Lawrence Township
LAWRENCE NORTH HIGH SCHOOL
7802 Hague Road
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CHALLENGE EDUCATION

BACKGROUND INFORMATION FOR SECONDARY SCHOOL IMPROVEMENT PROJECT

In response to an invitation in March of 1980 from the Charles F. Kettering Foundation and the Lilly Endowment, Inc., the principal of Lawrence North High School attended a one-day conference. The focus of that conference was making schools more effective in meeting needs of students. The theme of the conference was intriguing because it was in concert with events that had recently transpired in Lawrence North High School.

In the previous year (1979-80) teachers had volunteered to meet with the principal to discuss how the educational program could be improved. That the school did not meet the needs of all students was apparent. The group met regularly to discuss common concerns and began to search for solutions. When it became evident that the Kettering Foundation was also interested in making educational processes more valuable, Lawrence North eagerly sought to be a part of the venture.

The Kettering plan was to choose three developmental sites in the Indianapolis area. These sites were to develop, independently of each other and of the Kettering Foundation, programs tailor-made to their respective communities. Each program was to be guided by the goals of achieving student self-direction and empowering students and parents with skills that lead to autonomy in the educational process. (See Appendix A). The Kettering Foundation chose Lawrence North High School as one of its three developmental sites in Indianapolis.

A joint planning group composed of five students, five parents, five teachers, and two administrators began to meet on a regular basis. The parents included were both professional and non-professional people; teachers were from a variety of disciplines; students represented different grade levels; (the group was balanced in terms of race and sex). The team formulated for Lawrence North's program a framework of nine basic principles. (See Appendix B).

The nine principles provided the Planning Committee a clearer perception and broader vision of the roles of Lawrence North, its students, its teachers and the community. These roles would foster the involvement of students, parents, and the community, and would promote a sense of ownership in the education and development of the district youth. This concept is a redirection in the governance of the educational process.

The Planning Committee considered many ideas to be incorporated into the program. The Committee envisioned that these activities would produce successful change within the traditional school framework. The ideas generated by the group included:

Internship

A week of outside learning planned and conducted with parents

Peer advisement

Community service

Development of educational plans by individual students

Background Information For Secondary School Improvement Project - continued...

The planning committee isolated two areas as the most important for initial consideration. One was the problem of increasing parents' involvement in the operation of the school; this is essential for ensuring an expanded role in the future. The second was the empowering of students to enable them to grow into the Group's vision of the future. The problems are related, but must be approached individually in order to ensure the success of a program which strives for progressively increased participation by all members of the community.

The Planning Committee decided to begin an Advisement Program for freshmen entering in 1980. The rationale for beginning with 9th grade was four-fold:

1. Beginning with ninth graders means starting students in a new routine, not changing an established one.
2. Beginning with ninth graders ensures an orderly progress in implementing the new roles as students are promoted.
3. The advisement program easily fits into an already existing structure within the school day.
4. Beginning with only one grade enables the implementing group to produce a higher quality program; skills would be developed with the program. These skills will be needed when programs for tenth, eleventh, and twelfth grade students are designed.

Four members from the Planning Committee met to further conceptualize the Advisement Program. Their task was to discern eventual outcomes for students, teachers, and parents and to ascertain the skills that are required to achieve the outcomes. In addition they were to develop a model that equips students, parents, and teachers with the needed skills; assures the transfer of such skills to others as they come into the program; provides for monitoring and evaluation by students, parents, and staff. (A schematic diagram of this model as conceived by the committee is attached, Appendix C).

As defined by this committee, the Advisor Program is a long-range project aimed at developing self-direction and self-awareness in students. The key to the program is a Teacher-Advisor, a classroom teacher who enters a new and expanding role to personalize education and ease difficult transition faced by adolescents. The Advisor instigates new relationships with students and works with them individually and in small groups to enable them to develop skills that will prove helpful in assuming responsibility for their own lives. The Advisors meet with advisees daily for short periods of time and regularly throughout the year for longer periods. They guide students in various structured activities and participate in other less planned activities that will improve the quality of the educational experience. The Advisor functions also as a liaison with parents, encouraging and easing greater participation in their children's education. Establishing closer communication with the parents and bridging the gap between home and school will pave the way for a three-way partnership in the educational process.

Background Information For Secondary School Improvement Project - continued...

The Implementation Committee devised a two-prong training program directed toward the primary change agents -- parents and teachers. The first prong is directed towards teachers. The training is designed to help teachers become advisers who are caring adults; models of how adults should seek knowledge, approach problems, and deal with others; sources of information; mediators between students and the institution; lines between home, school, and community; empowering agents.

The second prong is directed towards parents, enabling them to become active partners with the school, sharing role and responsibility. A group comprised of two Lawrence North teachers, two parents, two students and a representative of the Planning Committee met August 7, 1980, to begin planning of the program. This parenting program began simultaneously with the ninth grade advisement program. It is conceived as an on-going program in itself and will serve as a companion not only to advisement but to future programs developed for upper grades. In addition, the group will examine ways in which parents are presently involved with LNHS; consider new means of involvement; and educate and formally adopt the outcomes for the parenting phase of Challenge Education. Succeeding meetings will develop activities designed to meet the proposed outcomes. The Planning Committee and the Implementation Committee have proposed that the Parent Group immediately consider activities to achieve the following outcomes:

1. Acquainting parents with program goals and activities
2. Introducing parents to the child's advisor
3. Beginning to develop group skills
4. Setting up a two-way channel of communication
5. Establishing trust between group members and enhancing feelings of belonging to a group
6. Expanding the vision of the school's role in the community

The long-range goal of the program is for parents, students, and advisors and counselors to become a team in solving problems, in developing the student's educational program, and in establishing long-range goals. The Parent Group will assume responsibility for assuring enhanced feelings of parental ownership in the school.

PURPOSE AND NEED

The overall thrust of the Challenge Education Program is to foster the trying on of new educational roles in Lawrence Township. The program is presently providing opportunities for development of new skills and for utilization of untapped skills by students, parents, and staff in a cooperative effort.

Metropolitan School District of Lawrence Township
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7802 Hague Road
Indianapolis, Indiana 46256

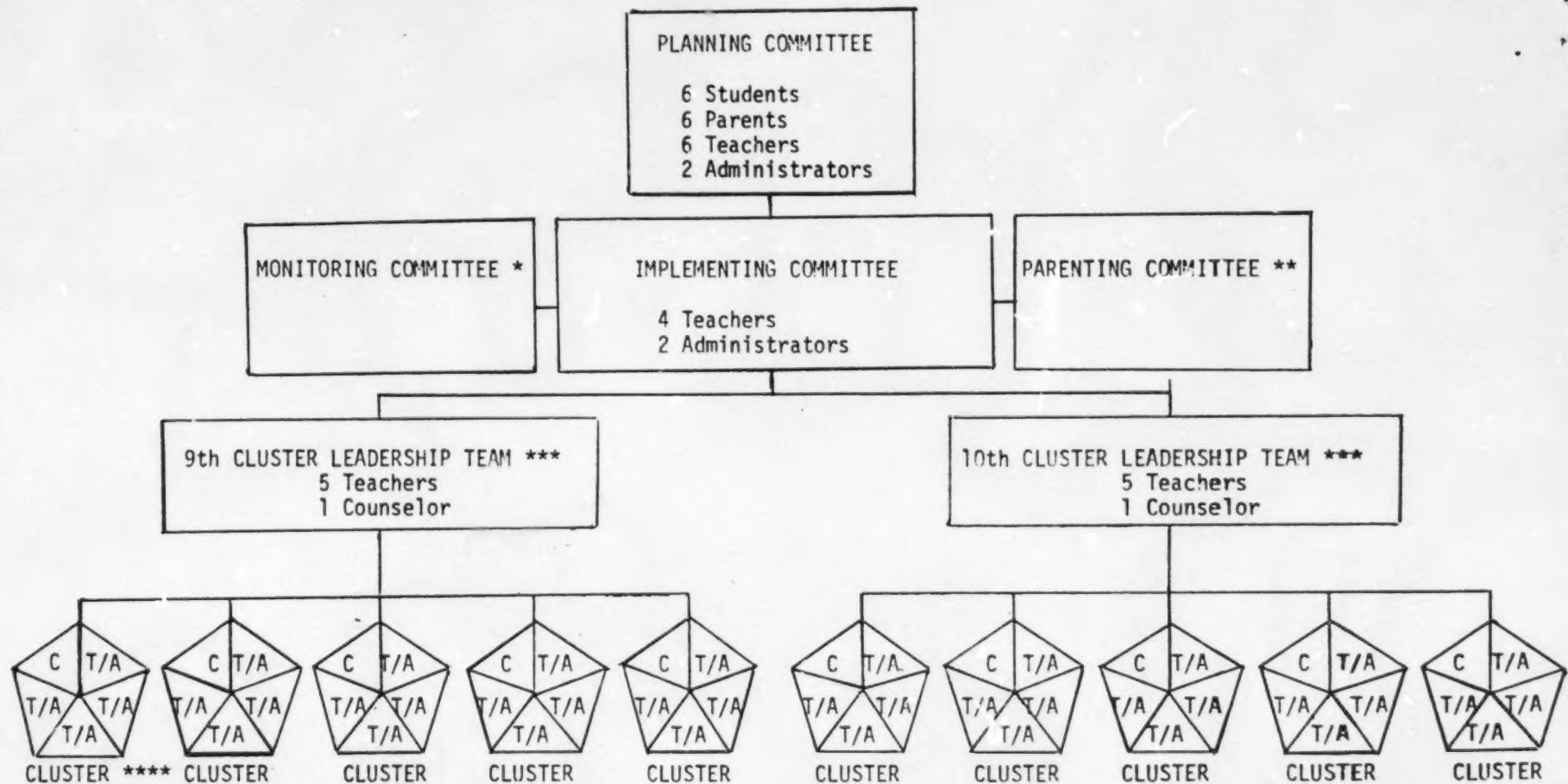
CHALLENGE EDUCATION PRINCIPLES
of the
KETTERING FOUNDATION'S SECONDARY SCHOOL IMPROVEMENT PROJECT

1. EVERY PARTICIPANT A LEARNER
2. INTERDISCIPLINARY CURRICULAR PLAN - HOME, SCHOOL AND COMMUNITY
3. STUDENT SELF-DIRECTION - SELF EDUCATION
4. ORGANIZED SUCH THAT PARTICIPANTS PLAY ACTIVE ROLE IN MANAGEMENT -
SCHOOL/COMMUNITY ADVISORY GROUPS
5. PARENTS AS PARTICIPATING PARTNERS
6. EVERYONE AN EXPERT - PURSUIT OF EXCELLENCE
7. INCREASING IMPACT/REDUCING ROLE OF SCHOOL - HARNESSING INFLUENTIAL
FORCES AND PEER PRESSURE
8. GENERALLY ACCEPTED VALUES - INTEGRITY
9. RECOGNIZING AND DEALING WITH CHANGE - TRANSITION TO ADULT WORLD

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CHALLENGE EDUCATION
PRIORITY RANKED OUTCOME STATEMENTS

1. LAWRENCE NORTH ENCOURAGES ITS STUDENTS TO DEVELOP SELF-DIRECTION TOWARD THE GOAL OF SELF-EDUCATION.
2. LAWRENCE NORTH VALUES HAVING PARENTS, STUDENTS, AND "THE SCHOOL" WORK AS PARTNERS AND ACTIVE PARTICIPANTS IN EDUCATION.
3. LAWRENCE NORTH RECOGNIZES AND VALUES THAT EVERY PARTICIPANT IS A LEARNER.
4. LAWRENCE NORTH BELIEVES IN COORDINATING THE EDUCATIONAL EXPERIENCES IN A STUDENT'S INDIVIDUAL CURRICULUM WITH THE EXPERIENCES OF HIS EVERYDAY LIFE.
5. LAWRENCE NORTH HAS DEVELOPED PROGRAMS TO FOSTER THE ABILITY TO COPE WITH CHANGE.
6. LAWRENCE NORTH PROVIDES OPPORTUNITIES FOR EVERY STUDENT TO PURSUE AND/OR DEMONSTRATE EXCELLENCE AT A PERSONAL LEVEL.
7. LAWRENCE NORTH EXHIBITS SHARED DECISION-MAKING AND ACTIVE PARTICIPATION OF ALL MEMBERS OF THE SCHOOL COMMUNITY.
8. LAWRENCE NORTH FOSTERS GENERALLY ACCEPTED VALUES AND ASSISTS STUDENTS IN CLARIFYING THEIR INDIVIDUAL VALUES.
9. LAWRENCE NORTH HAS PROGRAMS DESIGNED TO INCREASE THE IMPACT OF THE SCHOOL BY UTILIZING THE RESOURCES OUTSIDE THE SCHOOL.



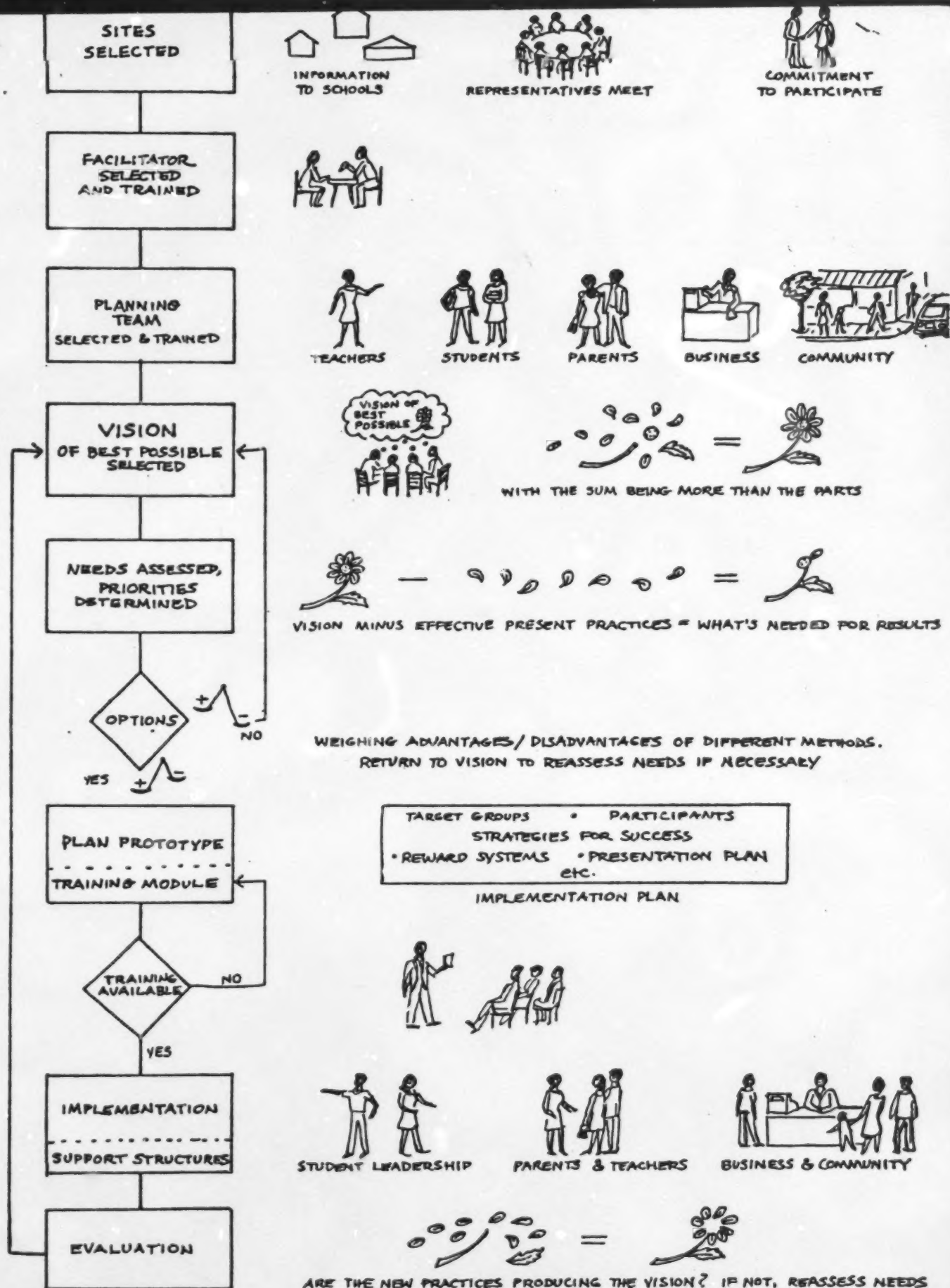
* Monitoring Committee consists of 3-5 Kettering Personnel; 5 Students; 3 Parents; 2 Teachers (1 from Implementing Committee and 1 not yet involved in program) and 1 Administrator.

** Parenting Committee consists of 4 Involved Students; 4 Involved Parents; 4 Staff (1 Implementing Team member, 2 Advisors, 1 non-involved teacher).

*** Cluster Leadership functions on a rotating basis. Every nine weeks each cluster selects one of its teacher members for representation. Counselor representation also changes each nine weeks.

**** Advisement clusters consist of a counselor (serving as a resource person) and four homeroom teacher/advisors (each with an advisement group of twenty students).

Figure 1: CONTINUOUS IMPROVEMENT PROCESS



INSTITUTE FOR DEVELOPMENT OF EDUCATIONAL ACTIVITIES
A DIVISION OF THE CHARLES F. KETTERING FOUNDATION

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Secondary School
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8401 Westfield Blvd.
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(317) 251-4047

Thanks for your inquiry and interest in our Secondary School Improvement endeavor. Theory Z governance is one component of a planned process for school improvement. Other components include parent and private sector involvement with schools. We hope the attached materials will assist you in your own efforts to improve your schools.

THE EIGHTIES: A TIME OF CHANGE AND A TIME OF HOPE FOR THE PUBLIC HIGH SCHOOL

Three years ago, the Charles F. Kettering Foundation (I/D/E/A) and Lilly Endowment joined together in a major effort at improving the public secondary school. We believe many of the forces impacting programs of youth in the eighties can be forecasted. We also believe that participants with an investment in programs of youth can be mobilized to assess the implication of these changes in any given local community. We have been testing such a process with developmental and field test sites in the midwest. The results of our testing with selected rural, urban, and suburban schools leads us to view the future with hope and optimism.

These are difficult times for the public secondary school. Improving programs and professional staff is a demanding complex task. We are hopeful, however, that we have developed a planning process that mobilizes present participants and focuses their efforts as well as identifies the forms of collaborative links with new participants in the education process. Some of these new participants include: private sector - business and industry via Chamber of Commerce - parents - and new roles for students.

Our two foundations join some 25 other major national efforts currently underway to address the plight of public secondary school in the eighties. We believe we have every reason to be hopeful. That is, if the school community begins to forecast and plan for such impending impact forces as:

A new federalism or local autonomy in schools.
Altered funding patterns.
Declining enrollment.

Rapid social change including altered family patterns.
Economic conditions including youth unemployment.
Impact of technology into the media computer.
Decline in public school credibility and the rise of private schools.

CREATING MORE EFFECTIVE AND WHOLESOME COMMUNITIES FOR YOUTH

While our project is entitled Secondary School Improvement, we firmly believe that there are a number of "educating institutions" within any community that must be addressed in a collaborative and coordinated fashion if improvement is to occur. Obviously, one of these important "educating institutions" is the school. Others include the home, media, church, and private sector as well as governmental agencies of any community. Our improvement process mobilizes all of these institutions in a concerted effort to examine and coordinate efforts at designing a vision of excellence for youth programs in each community.

NOT A PRESCRIPTION, NOT A PROGRAM, BUT A PROCESS

We are not advocating a single packaged program nor set of prescriptions for each school district. Our experience leads us to believe that almost any practice or any program can be successful if there is a process that develops ownership from the participants. It is that powerful process that we have been sharing with local school communities which have enabled them to select and design prescriptions and programs appropriate to their own local situation.

SOME ASSUMPTIONS ABOUT HOW PROGRAM IMPROVEMENT OCCURS

We believe we know how to institute programs of improvement that are not only substantive but enduring in effect. Some of our assumptions are tried and true and emanate from the best of current research and organizational and learning theory. Other of our assumptions are innovative and result from our experience and testing. We believe that the problems currently facing public schools and families in coping more effectively with youth do have solutions. We believe that we can increase school achievement, improve attendance, and deliver other important outcomes for youth. We also believe, however, that the route to the attainment of these important goals for youth will be different from past routes to the same outcomes. Refer to the attached sheet for a brief description about some of our assumptions about how program improvement occurs.

WE ARE PROUD OF THE RESULTS OF OUR PROGRAM IMPROVEMENT EFFORTS

We are currently working with a number of rural, urban, and suburban schools. In all cases, improvement has been dramatic and immediate. Below are some of the indicators of improvement from some of our sites:

1. In an inner-city school, Iowa achievement scores improved at every grade level and every sub-test in one year.
2. In an urban school, percentage of students reading below grade level was reduced from 84 percent to 58 percent in one year.
3. In a suburban school of over 2,500, the average daily attendance was increased to 98 percent.
4. In a rural school, an in-house suspension program has been so effective that in a year and a half, not a single student has been referred a second time for remediation.
5. In one of our schools, staff absentees were reduced over 100 days compared to the previous year.
6. In an urban school, an equal number of students voluntarily elected 1,450 more classes than the previous year.
7. In a suburban school, vandalism was reduced from over \$15,000 to less than \$500.
8. In an urban school, there was a 12 percent increase in daily student attendance in one year.

Some indicators of success are much more qualitative than quantitative. We have developed a method of improving staff morale and improving the climate for learning within the school. Such changes are evident in the attitudes and mind-sets of students and staff as much as resulting in quantifiable and empirical data. We insist that any change in program not only results in an improved outcome for students but must also enhance and contribute to the life of professional staff, parents, and community. We believe that the professional demands on educators are such that we cannot expect additional time and commitment. Therefore, program improvement endeavors must result in making a professional role for classroom teachers and administrators more effective, more efficient, and result in more satisfying job experiences.

SIGNIFICANT PROGRAM IMPROVEMENT NEED NOT COST MORE MONEY
OR REQUIRE ADDITIONAL PERSONNEL

Our programs of improvement address the fiscal reality of the school community. Most communities are plagued with reduced enrollment, reduction in force, and school closing. We have found that making important changes within the school can be achieved without additional funds or additional paid personnel. Such improvement, however, does require altering the role of existing participants as well as mobilizing new sources of assistance in public education endeavor. These new sources of assistance have come from a very willing private sector, parents, and other members of the community like the retired and aging population.

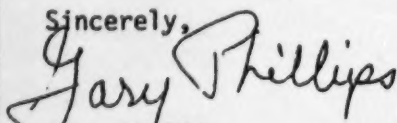
HOW CAN WE ASSIST YOU?

We hope the information provided here will assist you in your own efforts at program improvement. We are also aware that information alone may not be enough to help you replicate successes we have been describing at our developmental sites in your own school community. If you desire, we are willing to further assist you in some other ways:

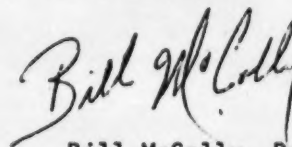
1. Feel free to call us for further discussion--Area Code 317/251-4047.
2. Members of your school community might want to visit the Indianapolis area and consult with good members of our school improvement projects.
3. With a limited number, we are willing to come to your site and assist directly in an information or consulting endeavor.
4. You may be interested in the future in having a team from your own school community trained as facilitators of this school improvement endeavor. We offer such training programs on a regular basis and can often include participants beyond our immediate geographic area.

Good luck in the important task of improving programs for youth. Let us know how we can help you in your continued efforts.

Sincerely,



Gary Phillips
Project Director
Secondary School Improvement Project
Kettering Foundation/Lilly Endowment
Phone: (317) 257-4047



Bill McColly, Principal
Lawrence North High School
7802 Hague Road
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Phone: (317) 849-9455

SOME CONCLUSIONS -- WHAT WE HAVE LEARNED ABOUT SCHOOL IMPROVEMENT

1. High schools are difficult, but not impossible to change.

Some twenty-five national efforts at secondary school improvement are now underway. We have examined all of these efforts and conclude that ours is the only one that is attempting to initiate a change process taking schools where they are and moving them toward a vision of excellence. All other endeavors are examining schools that have become outstanding, studying those forces that contributed to effectiveness after the fact.

2. We have developed a change process that is powerful enough to create significant and enduring program improvement at the secondary level.

Our change process is unobtrusive in introducing change in making new roles attractive to the major participants in small increments that does not disrupt lives or the organization, but insures early successes.

3. New participants, as well as new roles for existing participants are required if high schools are to improve.

We have been operating on the motto which we increasingly reaffirm that, "high schools will never improve if left solely to educators." Parents, private sector, and other agencies must be mobilized to assist educators.

4. Instructional improvement need not cost a lot of additional money, nor take additional personnel.

At a time of declining enrollment and financial restraint, we have been able to assist schools in making significant change without additional personnel or money. What schools do need, however, is technical assistance and staff development from external sources and staff development for their own participants.

5. Hopeful signs for the high school.

We believe there is every reason to be optimistic about the public high school in the 1980's. We are proving that many of the constraints and restraining forces can become assets with potential for assisting high schools rather than destroying them.

6. Closing the gap between what we know and what we do.

We know what works, but we have difficulty doing it. The research of Edmonds, Brookover, Benjamin, and others identifies those maverick schools that are effective in spite of low socioeconomic community and other factors that might render schools ineffective. There is a fairly common consensus among educators as to what constitutes an effective school, an effective community for youth, or an effective classroom. The difficulty is in finding those components among the practices and programs in most schools.

7. School improvement can occur at the building level, but not at the district level.

We have concluded that within most school districts, there is at least one truly effective school. But, we have yet to identify a district with all schools that are effective. The nature of change is such that significant change and improvement must occur at the building rather than at the district

8. It is important to integrate with existing forces and programs rather than creating new bureaucratic structures.

Where possible, we have found it advisable to strengthen existing programs and personnel rather than to create new structures unless absolutely necessary. Examples include our collaborative involvement with Partners in Education with the Chamber of Commerce and local industry, as well as Parents in Touch and the Walkabout Humanities Magnet at Broad Ripple.

9. Change may be initiated from the outside, but ownership must quickly be transferred to the site participants or no improvement will occur.

Our technical assistance and involvement with schools occurs at the level of training major site participants to conduct the program improvement.

10. We must change the way schools are governed and decisions are made.

We cannot continue to administer our high schools with a 1950 model of management. New forms of governance are required and we believe these must include more collaborative, participatory, and Theory Z forms of leadership, instead of Theory X or Y.

11. We expect far too little of students.

Most students are capable of self-directed learning, of performing academically at much higher levels than present, and of assuming responsibility and leadership for themselves, for other students, and for programs within the school. Schools foster student dependency by failing to provide practices and programs for students to act responsibly and exert constructive leadership.

12. The private sector is ready and willing to assist public schools.

We have found business and industry and other community institutions supportive of the public schools and ready to assist them at a time when public schools seem to be endangered or at least reeling from some severe shocks. We have only to find appropriate practices and programs to allow private sector to act on this willingness to contribute. We have found, however, that private sector's contribution will no longer come in a unilateral and traditional fashion, but must be viewed as a collaborative, service exchange or mutually beneficial partnership.

13. Educators who do not engage in planned improvement in their own personal lives will not improve educational programs.

Our program planning and training stages require professional educators to design and implement a personal improvement plan using the same model as program development. Continuous improvement as a theme and mind-set must extend to staff as well as program development.

NINE PRINCIPLES OF CHALLENGE EDUCATION

(Forecast for 1980's)

The following principles are based on our forecast of the 1980's. These principles point the direction for selection of practices and prescriptions on which programs are designed for our School Improvement sites.

1. Students become increasingly self-directed through planned activities leading to a self-educating adult role.
2. Parents become active participants in the education of their children by sharing in planning and accountability.
3. Each student voluntarily pursues excellence in some area of his or her own choosing.
4. Every participant in the act of educating youth -- parents, teachers, other students, out-of-school resource persons -- is also a learner.
5. Everyone affected by a decision is involved in the making of it, has ownership of its intent, and contributes to the synergy of management processes.
6. Learners increasingly use education to anticipate and prepare for successful life transitions.
7. Learners increasingly profit from the interdependence and integration of the educational efforts of home, school, and community, thus reducing redundancy while insuring depth and comprehensiveness of development.
8. Schools increasingly assume the important role of coordinator and linker of resources in an effort to increase the positive impact on students while reducing the direct role of the school.
9. School/community values are accepted as appropriate program objectives, with planned developmental activities included in classroom processes.

Metropolitan School District of Lawrence Township
LAWRENCE NORTH HIGH SCHOOL
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SECONDARY SCHOOL IMPROVEMENT PROJECT

INDICATORS OF SUCCESS

1. Student Attendance - Student attendance over the past five semesters has increased from 92% to 95%.
2. Teacher Attendance - Teachers have always been excellent attenders at LNHS; however, we have found that this attendance continues to stay in the same excellent area. On a month to month basis, 97 to 98.5% of the teachers have been in attendance over the past 2½ years.
3. Communications between Advisors and Counselors - As a result of our advisor program and counselors working within a cluster of four or five advisors, we know that we have seen an increase in advisor referrals to counselors. These referrals are often times preventive measures and signals whereby counselors can call in students and be "ahead of the game". Since advisors are assisting students directly in completing schedules for the upcoming year, these same advisors have broadened their vision about the many opportunities for students to enroll in classes over and above those within the advisor's own department.
4. Parent Switch Day - 100 parents participated last year in following the day to day schedule of their son or daughter. This idea of parent switch day was a suggestion made by the parenting committee and we believed it to have a great deal of merit over and above the normal Back to School Night which often takes place. Parents followed their son or daughters daily schedule for a six period day - ate in our school cafeteria and some even rode the school bus.
5. Job Shadowing - This year we had ninety sophomore students released from school, with parent permission, and a signed contract by all participants - teacher, parent and student. The student made the arrangements for shadowing an adult in a career or job chosen by the student. Interview questions were prepared in the student's homerooms and a signed form was returned to the school to verify attendance of the job shadowing experience by the student.
6. Schedule Changes - As a result of a more thoroughly developed four-year plan by students at the 9th grade, it was the counselors judgement that there were definitely fewer schedule changes made at the beginning of this school year. We will have additional data on this as we continue our process with another group of freshmen this present year.

7. Parent Contacts - 9th grade advisors made 700 personal parent contacts throughout last year. These contacts were over and above those that would have taken place if the program had not been in existence. These contacts were personal contacts and telephone contacts.
8. Homeroom Parents - One parent in each homeroom serves as a homeroom parent and each of these parents has developed a telephone tree for all of the remaining parents within the 20 member advisement homeroom. This has been a strengthening of our communication between home and school. The advisor calls the homeroom parent and the homeroom parent, through utilizing the telephone tree, is able to communicate important information to the other 20 parents. There have been two meetings this year of the sophomore and ninth grade homeroom parents - there are 39 homerooms presently involved in our program - on these two occasions 32 and 28 different parents were in attendance at these two meetings. This is an example of parents willing to become more involved within their own school.
9. Vandalism - The total cost of vandalism and burglary in our school for 1979-80 was 16 incidents costing \$12,696.00. In 1980-81 the 13 incidents cost \$15,363.00. To date, this 1981-82 school year, we have had 3 incidents with a total cost involved of \$540.00. We could not say that this is a definite result of our involvement of 9th and 10th graders into developing a stronger sense of belonging; yet, we have reason to believe that 9th and 10th graders in the past have been the most prominent people involved in vandalism in our school. We could not say for sure if our program has caused this reduction but we feel that it has had some impact in the overall concern, care, and pride of a student being a part of LNHS.
10. Staff Development Program - As a result of staff members learning new skills and becoming a part of the participatory process, a staff development program was conducted last year which was totally planned and presented by members of the staff. The voluntary in-service committee, composed of eight people, broke into four teams of two and each team recruited three additional staff members. We then had four staff development teams comprised of five staff members. A needs assessment was conducted and from the top ten topics of high interest of the staff, each of the four teams made three hour in-service presentations from 3:45 to 7:00 p.m. These were voluntary in-service sessions and eighty-two of the ninety-six staff members attended at least one session. Thirty-eight staff members attended all four sessions. We believe that this is evidence that teachers, when given the opportunity, can produce effective staff development programs without having outside consultants coming to the school. It is evident that there is much talent on our staff and our participatory efforts in capturing that talent were in evidence in this in-service series. A similar in-service series program is being conducted this year. Thirty-seven teachers have already participated in our first in-service session.